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ABSTRACT

This document discusses staff development in California schools from program development through implementation. Written in outline form, it offers step-by-step information on needs assessment, planning, roadblocks to watch for, implementation, and evaluation. An extensive appendix gives examples of staff development programs in California school districts as well as applicable California legislation. Several sample forms are included. (Author/LD)

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ED189697

OPERATIONS NOTEBOOK 22

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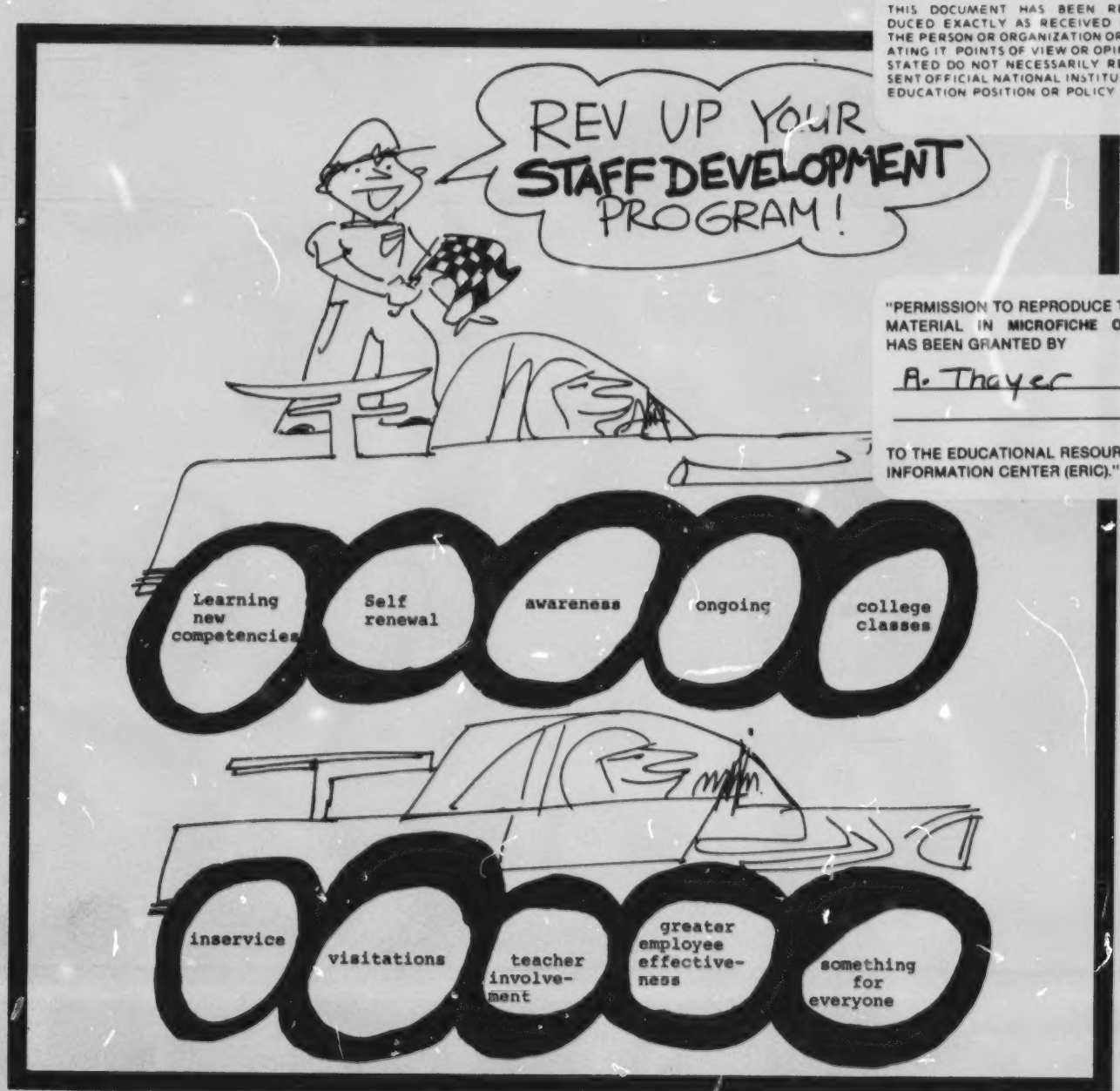

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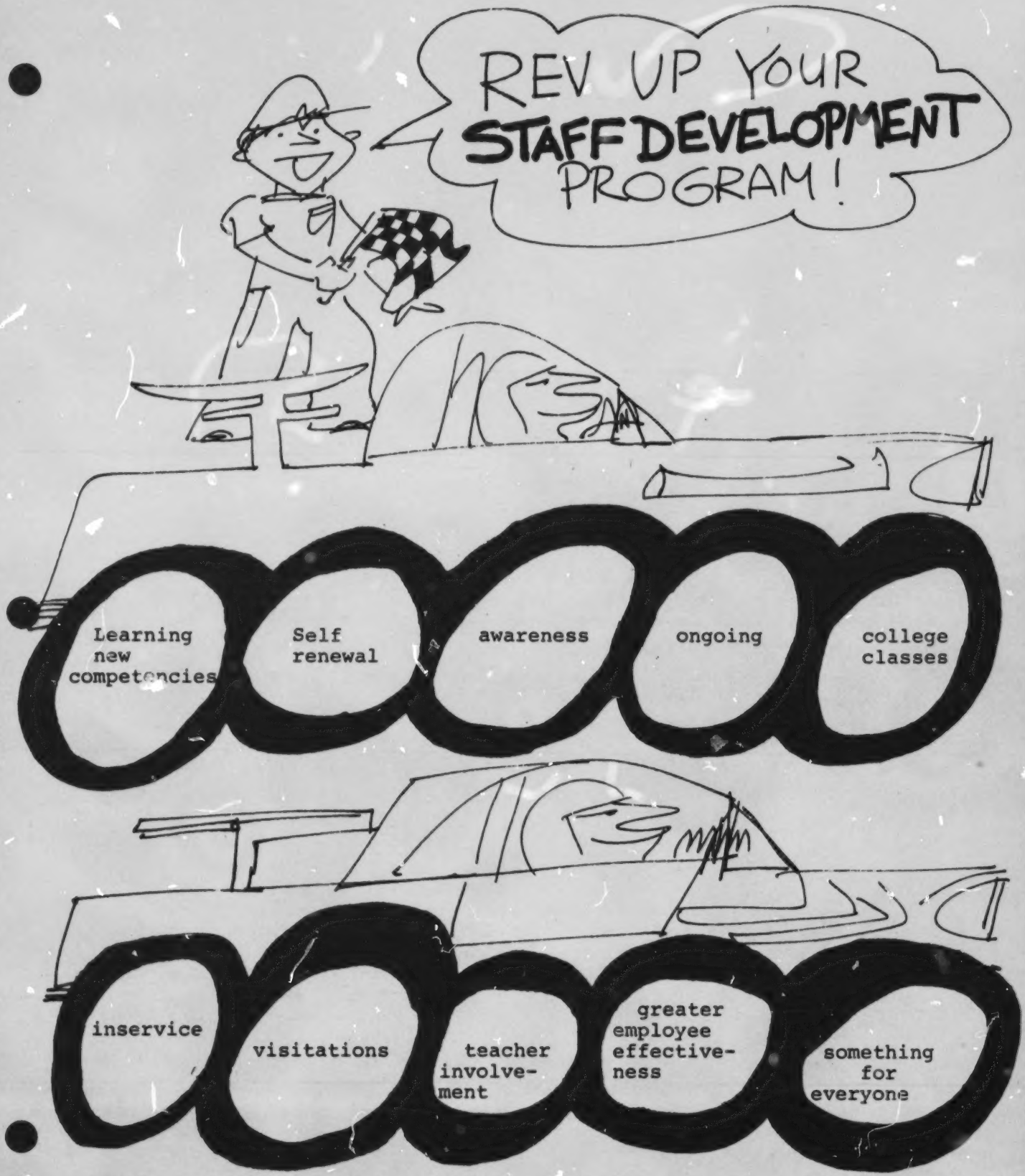
ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS, AUGUST 1978



ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS REGION 17
In cooperation with Orange County Department of Education

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INTRODUCTION

As a result of recent legislation as well as increased interest in self-improvement, ACSA Region 17 established a Staff Development Committee. The task of the committee was to develop a concise document which could be applicable to any school district. Special appreciation is extended to those who gave of their personal time and energies in completing this project.

THE PIT CREW

Eugene Bedley - Irvine Unified School District, Chairman
Ed Beaubier - California State University, Fullerton
Les Bishop - Brea Olinda Unified School District
Marilyn Bush - Fountain Valley School District
Dorothy Connet - Orange County Department of Education
Carolyn Haugen - Walnut Valley Unified School District
Kay Hachten - Orange Unified School District
Julie Hume - Tustin Unified School District
Clara Ingalls - Orange Unified School District
Carolyn Lawson - Los Alamitos School District
Erlene Minton - Orange Unified School District
Donna Moore - Garden Grove Unified School District
Shirley Moose - Tustin Unified School District
Doyle Schmidt - Orange Unified School District
Bob Vanderpool - Savanna School District
Randy Zern - Savanna School District

The committee is grateful to Helen Mobford, Julie Hume, Diane Holmes, Kim Turner, and Dominic Capello for their contribution of art work, typing, and layout. It gives the document life.

Delaine Richards

Delaine Richards,
President ACSA Region 17

March, 1978

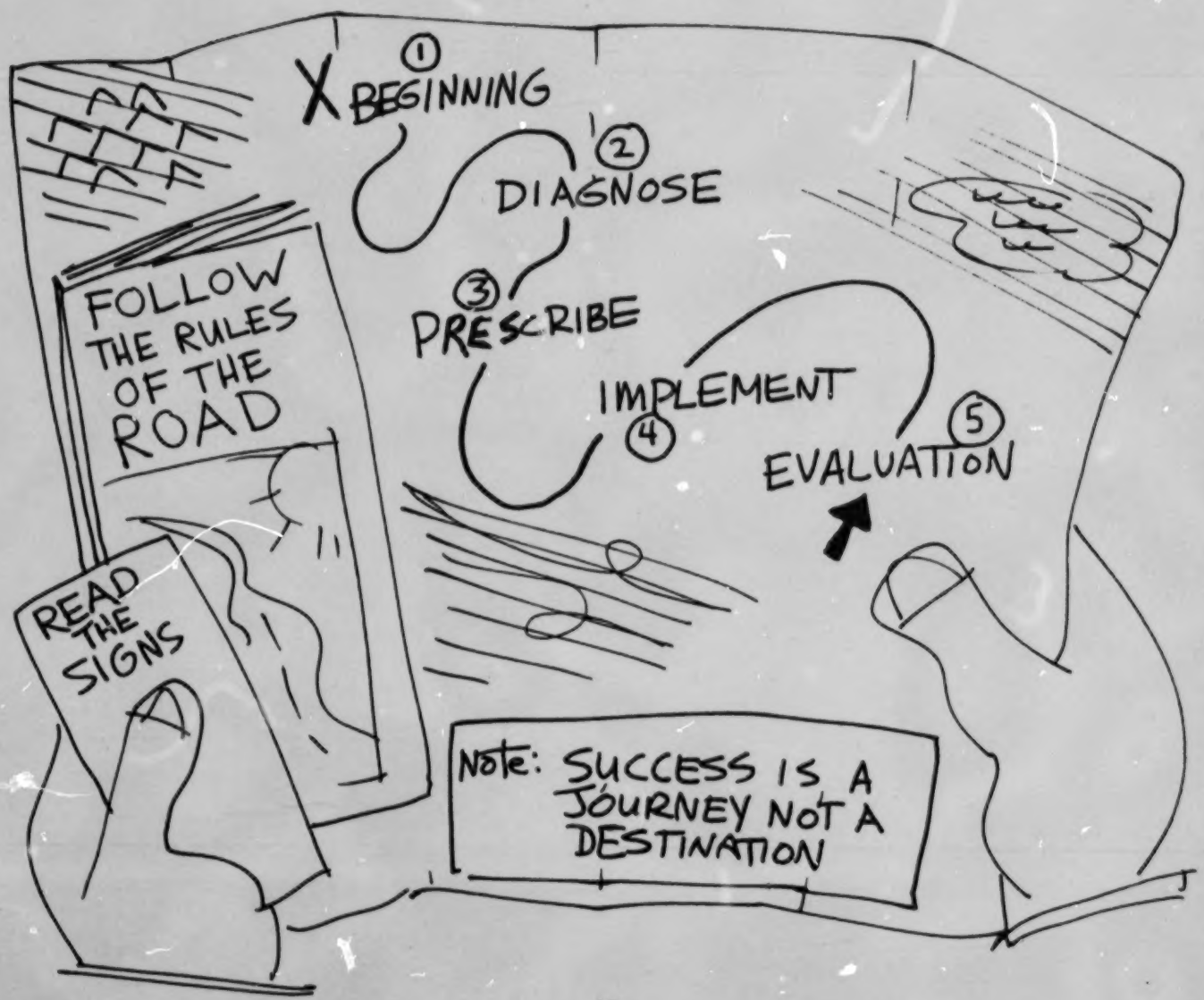
"A JOURNEY OF A THOUSAND MILES BEGINS WITH A SINGLE REV"

Old ACSA Proverb

THE JOURNEY

Use this book as a road map for the journey.

Follow it sequentially, without detours or excessive speed.



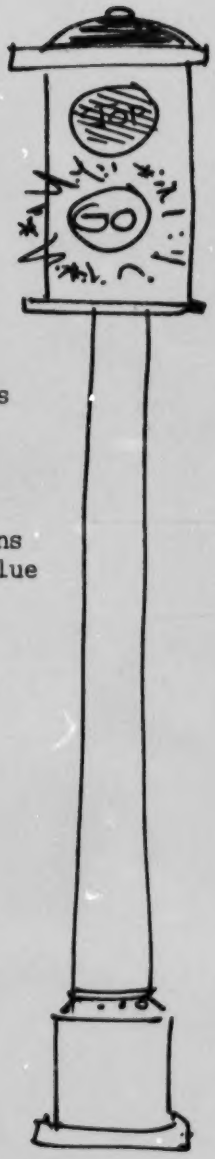
THE BEGINNING

START YOUR ENGINES

Let's check it out!

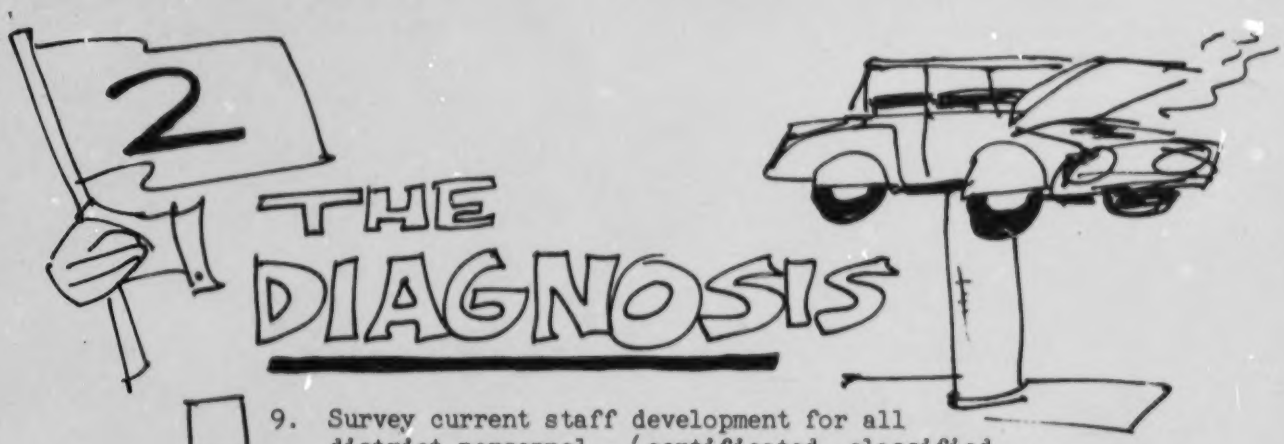
- ☐ 1. Review State staff development policy (see example on yellow appendix page 14 and 15)
- ☐ 2. Develop a district philosophy (see examples on yellow appendix page 16)
- ☐ 3. Adopt a board policy which reflects the District philosophy (see examples on yellow appendix pages 17 and 18)
- ☐ 4. Consider everyones needs in designing a Staff Development Program. (S.D.P.)
  - ☐ Board of Education
  - ☐ Administrators - District Office
  - ☐ Site Administrators
  - ☐ Certificated Personnel
  - ☐ Classified Personnel
  - ☐ Professional Organizations
  - ☐ Parents and Community
  - ☐ School Site Council
  - ☐ Volunteers
- ☐ 5. The policy must coincide with district goals.

READY TO PROCEED



- ☐ 6. Review staff development vehicles and programs available to your district. Suggestions on green appendix pages 19 and 20)
- ☐ 7. Analyze legislation requirements and provisions for staff development. (See suggestions on blue appendix pages 21-30)
- ☐ 8. Gather information regarding possible funding sources (Ideas on gold appendix page 31)

Does it check out? ☑ If so, you are ready for the next



☐ 9. Survey current staff development for all district personnel. (certificated, classified, volunteer.)

- ☐ Gather historical data on inservice in your school district
- ☐ Gather information regarding current inservice
  - Survey management team
  - Survey target groups
  - Look at other data

    observations — test scores
    evaluations — building/department needs
    assessments — self-evaluations
    questionnaires
  - Define various job competencies

☐ 10. Assess needs of district

- ☐ Develop various needs assessment instruments (see example on buff appendix pages 32-35)
- ☐ Compare needs with current program and analyze discrepancies
- ☐ Prioritize needs by considering constraints

  Attitudes of staff/community
  Funding
  Resources
  Personnel
  Time
  Facilities
  Content

☐ 11. Evaluate the diagnosing process.

DECIDE WHETHER TO CONTINUE TO 3. OR GATHER MORE DATA.

THE PLAN

Based upon prioritized needs, include appropriate representatives from staff and community in order to:

☐ 12. Review available staff development programs and resources (see example in green appendix pages 46-50.)

☐ 13. Select, modify, or develop a program that best meets identified needs. Decide:

- ☐ what the time line will be
- ☐ what content will be implemented
  - teaching processes?
  - teaching strategies?
  - academic areas?
  - equipment maintenance?
  - interpersonal relationship?
  - clinical supervision?
  - other?
- ☐ who will be the training team
  - local site teacher and administrators? (see pink appendix page 51-52.)
  - program trainers and coordinator (see pink appendix page 53-54.)
  - master teachers?
  - resource personnel? consultants?
  - other?
- ☐ what materials are needed
  - overhead projectors?
  - manuals?
  - video tapes?
  - tape recorders?
  - other?
- ☐ what will it cost (see suggestions for funding sources on gold appendix pages 31.)
  - see all of above

☐ 14. Develop a management plan. Consider how to group participants

appropriate number of participants for activity?
by grade level or department?
by school?
by need?
by interest?
other?

☐ what scheduling options are feasable

afternoons - evenings
released time
weekends
1/2 day, all day, summer
other?

☐ what facilities are available

access
cooperative attitude of support personnel
size
comfort
other?

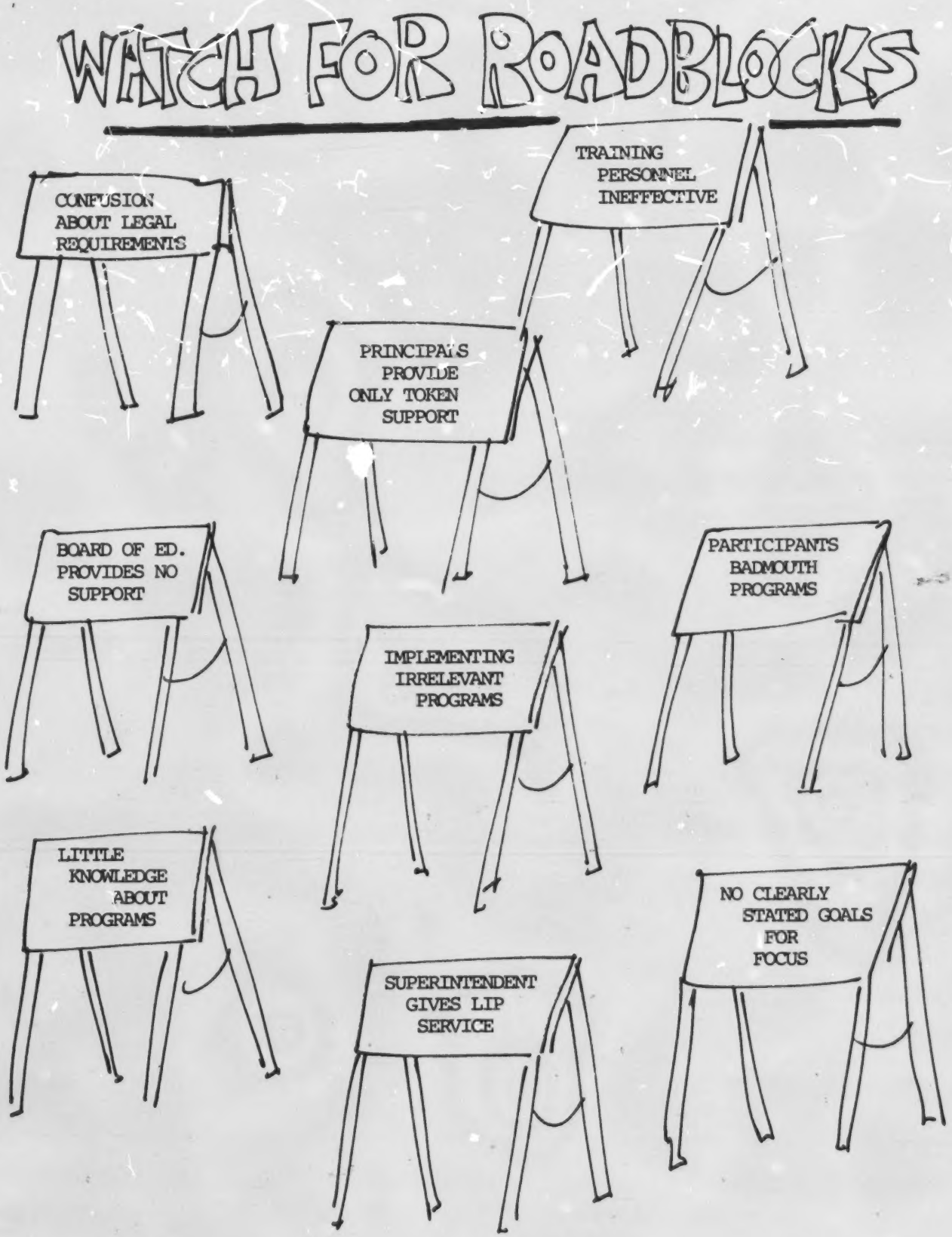
☐ who to inform about the program:

Board of Education
Administrators-District Office
Site Administrators
Certificated Personnel
Classified Personnel
Professional Organizations
Parents and Community
School Site Councils
Volunteers

☐ 15. Evaluate the planning

☐ use an ongoing monitoring system that accounts for all of the planning steps.

STOP
THE BEST WAY TO WRECK YOUR PROGRAM BEFORE YOU GET STARTED IS TO SKIP STEPS
1.
2.
3.


WATCH FOR ROADBLOCKS
CONFUSION ABOUT LEGAL REQUIREMENTS
TRAINING PERSONNEL INEFFECTIVE
PRINCIPALS PROVIDE ONLY TOKEN SUPPORT
BOARD OF ED. PROVIDES NO SUPPORT
PARTICIPANTS BADMOUTH PROGRAMS
IMPLEMENTING IRRELEVANT PROGRAMS
LITTLE KNOWLEDGE ABOUT PROGRAMS
NO CLEARLY STATED GOALS FOR FOCUS
SUPERINTENDENT GIVES LIP SERVICE

THE IMPLEMENTATION

☐ 16. Disseminate information about program

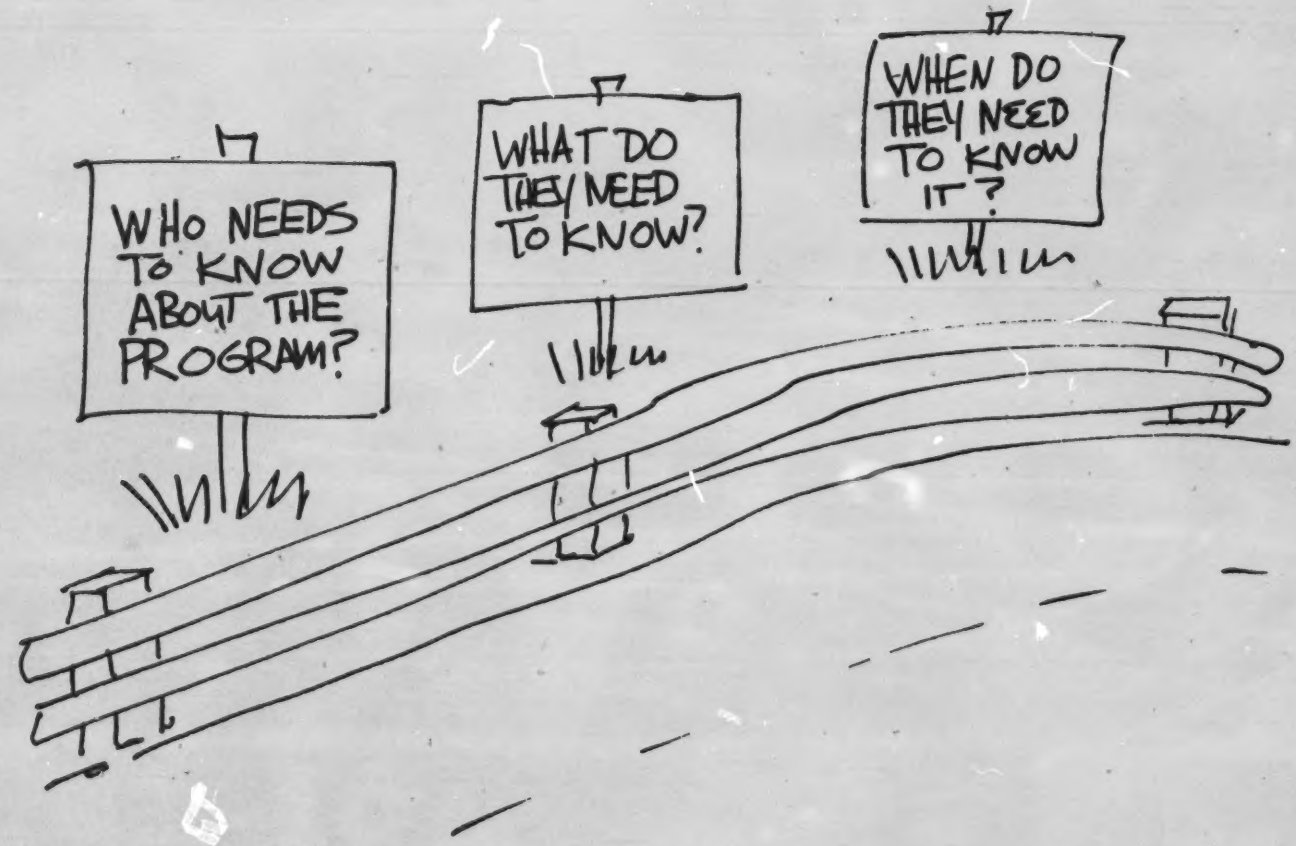
☐ develop a communication model

- Board of Education
- Superintendent
- District Personnel and Principals
- School Staffs
- School Site Councils
- Community

AND THEN...

☐ develop a means to communicate

- Board reviews
- Staff overviews
- Newspaper articles
- Newsletters
- Small/Large group meetings
- Visitations
- Conferences
- Discussion groups
- Work groups



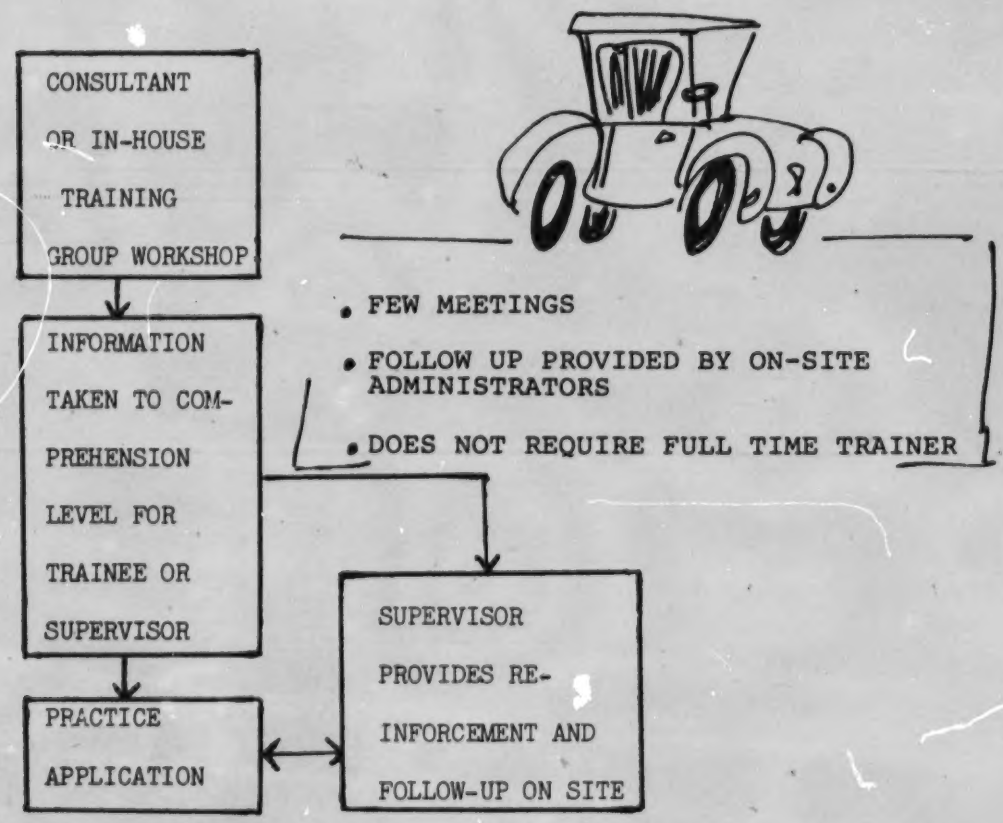
☐ 17. Put program into operation

☐ select appropriate model by considering:

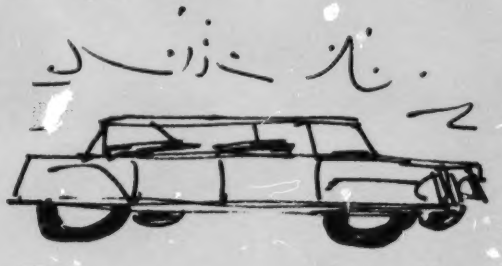
- How much information?
- Number of participants?
- Difficulty of tasks?

These models are designed to accommodate classified, certificated, and all management staff development programs.

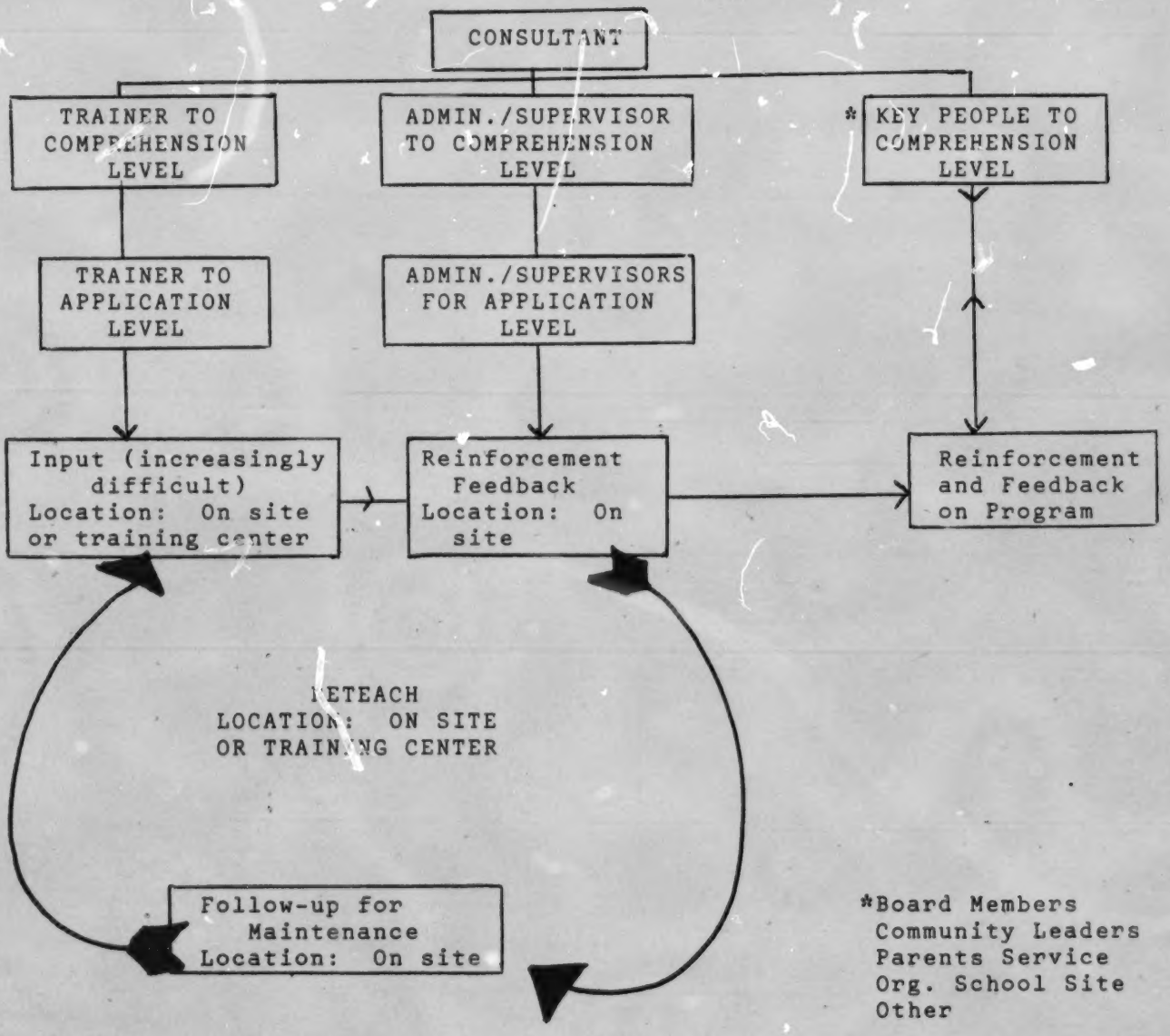
- MODEL A Minimum Maintenance (Oil and Lube)


CONSULTANT OR IN-HOUSE TRAINING GROUP WORKSHOP
INFORMATION TAKEN TO COMPREHENSION LEVEL FOR TRAINEE OR SUPERVISOR
PRACTICE APPLICATION
SUPERVISOR PROVIDES REINFORCEMENT AND FOLLOW-UP ON SITE
• FEW MEETINGS
• FOLLOW UP PROVIDED BY ON-SITE ADMINISTRATORS
• DOES NOT REQUIRE FULL TIME TRAINER

- MODEL B - Maximum Maintenance (Major Tune-up)



- MULTIPLE SESSIONS
- ONGOING FOLLOW UP
- REQUIRES FULL TIME ADMINISTRATION OF TRAINING PROGRAM


CONSULTANT
TRAINER TO COMPREHENSION LEVEL
ADMIN./SUPERVISOR TO COMPREHENSION LEVEL
* KEY PEOPLE TO COMPREHENSION LEVEL
TRAINER TO APPLICATION LEVEL
ADMIN./SUPERVISORS FOR APPLICATION LEVEL
Input (increasingly difficult) Location: On site or training center
Reinforcement Feedback Location: On site
Reinforcement and Feedback on Program
RETEACH
LOCATION: ON SITE
OR TRAINING CENTER
Follow-up for Maintenance Location: On site

*Board Members
Community Leaders
Parents Service
Org. School Site
Other

☐ 18 Evaluate the implementation re: process and content

☐ Provide information (feedback) for monitoring by personnel responsible in implementing previously chosen procedures - this information allows:

- . detection of existing or potential defects
- . data generation for programmed decisions
- . record keeping of activitiew as they occur

APPENDIX

(Pit stops for help)

POLICY ON STAFF DEVELOPMENT IN CALIFORNIA PUBLIC SCHOOLS

For the purpose of this policy statement, the following definition shall apply:

> "Staff Development" is a continuous systematic effort to improve educational programs at local school sites through (1) staff involvement in organized program planning, implementation and evaluation efforts and (2) activities to upgrade the knowledge and ability of the total school staff.

The State Board of Education and the State Department of Education hereby recognize:

> That administrative, certificated, paraprofessional, volunteer and support staff employed by the public schools of the state have, together with parent advisory groups, a fundamental responsibility for the instructional program for students.
>
> That research and experience demonstrate that efforts to improve the quality of instruction for all students require a strong staff development component for these individuals.
>
> That, too often, staff development activities have been informational without sufficient involvement of the individuals concerned or follow up to insure the effectiveness of the effort.
>
> That school districts have a key role to play developing policies, guidelines, and programs to facilitate effective staff development at the school coordinating site.
>
> That staff development efforts should be part of a comprehensive system at the local school site to identify the educational needs of the student population, develop programs to respond to those needs, and evaluate the results of the efforts.
>
> That despite the existence of a wide variety of public resources at the federal, state and local level which are dedicated to instructional improvement, local districts and schools vary substantially in the degree they recognize the importance of staff development in planning for the use of those resources.
>
> That to increase recognition of the significance of staff development in the improvement of instructional programs requires a clarification of policies at all levels and greater coordination of efforts.

Therefore, the State Board of Education and the State Department of Education with the adoption of this policy statement, provide direction and leadership to the districts and schools of the State of California in the

development and refinement of staff development efforts authorized by the various funding sources for which they have charge through the Consolidated Application process.

The State Board of Education and the State Department of Education hereby declare:

I. School district should have a staff development policy and a system of support for eligible school sites which promote effective staff development efforts.

II. Plans developed at the school site through the Consolidated Application process to assess the educational needs of the student body and develop appropriate educational programs should reflect a significant commitment to staff development.

III. Staff development activities should reflect the developmental needs of the principal, the instructional and support staff and volunteers as determined by the school site plan.

IV. Staff development activities should respond directly to the educational needs of the student body, including, (a) content areas such as language arts including reading and writing, math, social science and science; (b) methodological areas such as motivation, teaching techniques, and classroom management and (c) affective areas of interpersonal relations of students and faculty, pupil growth and development and staff communication, problem solving, and decision making.

District and school educational programs approved for funding under the Consolidated Application process shall reflect a significant commitment to the importance of staff development consistent with this policy statement, application instructions, and any district policies and guidelines which are developed pursuant thereto.

ORANGE UNIFIED SCHOOL DISTRICT

PHILOSOPHY OF STAFF DEVELOPMENT

The educational process requires quality service and a strong team effort from all district employees. The efficiency of this service and the effectiveness of this team effort will help assure an improved educational opportunity for our students.

To insure quality service, attention must be given not only to the qualifications of those being employed, but also to the support of growth plans for those currently employed. Improvement in performance can occur as a result of both experience and training.

Professional growth is the responsibility of an employee, but the opportunity and encouragement for such growth is a district obligation. The district will assist in the development, scheduling and conduct of programs of study which will assist the employee in assuming his responsibility..

IRVINE UNIFIED SCHOOL DISTRICT

POLICY

STAFF DEVELOPMENT

The Irvine Unified School District recognizes that a key to education success and professional growth is a productive staff development program. The District supports the fundamental concept that the organization must assist its employees in the constant changing and improvement of skills. Accordingly, staff development is viewed as both an opportunity for personal growth and as a necessity for organizational success. A balanced and progressive staff development program to meet the identified student and/or personal needs must---

--appropriately serve all employee classifications and levels.

--provide tangible, attractive and accessible opportunities for individual growth.

--provide an appropriate balance among skills training, skills maintenance, and program development,

--provide opportunities for employee groups and/or individuals to create staff development programs to meet identified needs.

--provide procedures for the development, evaluation, and modification of staff development proposals.

In accordance with these tenents, the Irvine Unified School District shall develop a Staff Development Program and commit time and resources to enhance the skills and attitudes of employees as they contribute to the educational process for students.

ADOPTED BY BOARD OF EDUCATION 1-11-78

SAVANNA SCHOOL DISTRICT

STAFF DEVELOPMENT POLICY

Staff Development is defined to mean pre-service and inservice training for teachers, administrators, other professional staff, and instructional aides. Such training will enable these personnel to better understand and meet the needs of all children. Savanna School District believes that staff development must be an ongoing program based upon district as well as local school needs. Therefore, the staff development program for Savanna School District will include both district and a school level approach.

In addition to other areas of staff development the Savanna School District is committed to the implementation of the concepts of the Professional Development Program. All certificated staff members will be responsible for applying these concepts in their daily instructional program. The staff member may elect to attend district sponsored P.D.P. inservice workshops or gain an applicable knowledge of the P.D.P. concepts through out-of-district sources such as college classes, summer workshops, etc.

Each local school's ongoing staff development program will be based upon that school's identified needs as determined by the local staff members. All inservice provided at the local school must be attended by appropriate staff members, as determined by the Principal.

IRVINE UNIFIED
STAFF DEVELOPMENT - VEHICLES

Staff development activities or projects may be accomplished through a variety of mediums. The specific vehicle(s) chosen will be dependent upon the objective of the activity or project. Following is a list of vehicles which may be utilized.

1. College/University Classes - Specific classes/courses recommended and approved to assist in the personal or professional development of an individual to meet an identified need.
2. Conference/Convention - A large meeting or series of meetings for a discussion of common concerns. Usually relates to meetings sponsored by professional organization, colleges, or private organizations.
3. Consortium - A working arrangement between the school system and one or more institutions of higher learning.
4. Contract Program - Use of a private company who engage in inservice training programs that focus on the improvement of the learning environment.
5. Demonstration Class - Utilization of a group of students to demonstrate materials, procedures, or special practices to personnel or prospective personnel.
6. Interactive Television - This can be utilized to make programs available to small audiences at several locations simultaneously. Basic use can provide a wide base for inservice improvement.
7. Inservice Training - Organized experiences aimed at improving the knowledge, skills and job performance of personnel.
8. Institutes - A conference or series of meetings held for the purpose of discussing specific educational concerns. Often included are inspirational speakers followed by a series of smaller group meetings.
9. Job Rotation - An arrangement that allows personnel to exchange positions with each other for an agreed upon brief period of time.
10. Lectures - A group meeting to provide personnel with an opportunity to hear new ideas and approaches, and thus broaden their perspective and encourage new outlooks to introduce new approaches on the job.

11. On Job Training - A provision for an employee to learn the duties, skills, and responsibilities of a position while actually employed in that position.
12. Resource Center - A location set aside for providing and displaying resource materials. The center may be manned by a person familiar with the materials and the ways to use them effectively. Personnel visiting the center are provided with ideas, materials, information, techniques, etc.
13. Retreat - A meeting of personnel with similar goals or concerns that is held at a specific off-site location. The location is chosen to minimize distractions and to encourage the creation and exchange of ideas that will further the goals of the educational institution.
14. Seminar - A meeting dealing with research and advanced study.
15. Symposium - A meeting based on a central theme for the purpose of developing and disseminating different ideas and viewpoints.
16. Visitation - Staff visit a particular class or job to observe specific areas that have been previously identified.
17. Workshops - Meetings at which materials are developed or job related matters are discussed.

APPLICABLE LEGISLATION

There are a number of sections of the Education Code of the State of California and current legislation which deal directly with staff development. Following is a review of some of the legislation pertinent to staff development.

AB-551 and AB-65

The intent of this legislation is to give those who work with students, ongoing opportunities to improve instructional, counseling and human development skills through locally designed staff development programs based on:

1. Systematic assessment of pupil and personnel needs of the school.
2. Educational needs of each student.
3. Development of curricula and instructional materials in a wide variety of areas.
4. Improvement of the school and classroom environment.

Local staff development programs shall:

1. Provide opportunities for all school personnel to participate.
2. Be designed and implemented under the direction of the certificated personnel or a school site council.
3. Be a three-year plan consistent with school improvement objectives including budget implications.
4. Allow for diversity in development activities.
5. Be conducted during time set aside for such purpose including time when participating school personnel are released from their regular duties.
6. Be evaluated and modified on a continuing basis and updated annually.
7. Include the school principal and other administrative personnel as active participants.

The Governing Board shall:

1. Adopt a Staff Development Policy.
2. Assist schools in plan development, implementation, evaluation.
3. Develop a District Master Plan.
4. Establish a district wide plan for phase-in of all schools.
5. Approve or disapprove applications.

ED CODE SECTION

Section 10300. Holding of Annual Institute

The superintendent of schools of every county in which there are 20 or more school districts and of every city and county, and of every city school district governed by a city board of education and employing 70 or more teachers, may hold an annual teachers' institute in each year.

Section 10302.

The superintendents of schools of counties, or cities and counties, or city school districts may unite for the purpose of holding a joint teachers' institute, and shall direct the teachers of their respective counties, cities and counties, or city school districts to attend the joint teachers' institute in lieu of all or a designated part of the annual teachers' institute of the county, city and county, or city school district. Attendance shall be under the same conditions and compensations as provided for the annual teachers' institute of the county, city and county, or city school district.

Section 10303. Local Institute or Inservice Meetings in Lieu of Annual Institutes

In lieu of an annual teachers' institute, the superintendent of schools of any county or of any school district employing 10 or more teachers, may hold during the school year, at places in the county, whether located within or outside the school district, chosen by the superintendent for their convenience and accessibility to the teachers and patrons of the schools, local day or evening institutes or teachers' inservice meetings which shall provide at each of the chosen places, not less than the number of hours of institute work or teachers' in-service meetings as may be determined by the superintendent.

Section 10305. Duties of Superintendent

The superintendent of schools of each county, city and county, or city school district shall preside over teachers' institutes held therein, and shall secure the attendance of lecturers competent to instruct in the art of teaching.

Section 10306. Report of Absent Teachers

Each superintendent of schools holding an institute, whether separately or as part of a joint institute, shall report to the governing board of

each district under his jurisdiction the names of all teachers of the district failing to attend any session of the institute.

Section 10307. Attendance of Teachers

Every teacher employed in the schools of the county, city and county, or city school district holding an institute shall attend the institute and participate in its proceedings.

Section 10308. Payment of Salaries and Traveling Expenses for Attending Institute

Every teacher shall be paid his regular salary for the time covered by his attendance upon an institute. He shall also receive his actual and necessary traveling expenses incurred in attending the institute, not exceeding twenty-five cents ($0.25) a mile, excluding the first six miles, one way from the place of his employment to the place of the institute or thirty-five dollars ($35), whichever is the lesser amount. Claims for traveling expenses are payable from the same fund as teachers' salaries upon verification and approval by the county superintendent of schools. When the institute is held during the time that teachers are employed in teaching, their pay shall not be diminished by reason of their attendance.

Section 10309. Attendance at Alternative Institutes

The superintendent of any school district, community college district, or county holding an annual institute may, in his discretion and for good reason, authorize any teacher or instructor of the district or county, in lieu of attending one or more days of the institute held by him, to attend an institute held by the superintendent of schools of another district or county, or to attend an educational meeting held by the State Department of Education or the Board of Governors of the California Community Colleges, as the case may be, or by a recognized institution or organization in the same or another district or county, for an equivalent period.

The period of the attendance of a teacher upon an institute or meeting under the provisions of this section shall be equivalent to attendance for the same period upon the institute he is otherwise required to attend, but shall not constitute attendance upon an institute for the payment of traveling expenses under Section 10308.

Section 10310. Accounts of Expenses of Institutes of Inservice Meetings

The county superintendent, the city and county superintendent, and the district superintendent, and the city superintendent shall each keep an accurate account of the actual expenses incurred by him in holding any teachers' institute or teachers' inservice meetings whether separate or joint.

Section 10313. Payment of Expenses by City

Each city superintendent of schools shall present a statement of the expenses incurred by him in holding the city district institute to the governing board of the city school district, which shall pay the expenses from the funds of the school district in the same manner as other claims against the funds of the district are paid.

Section 10314. Joint Payment of Expenses

The expense of a joint teachers' institute shall be borne proportionately by the counties, city and county, and city school districts participating therein. The amount paid by any county, city and county, or city school district toward the expenses of a joint institute shall not exceed the amount authorized to be expended by the county, city and county, or city school district for a separate annual teachers' institute.

Section 10315. Institute Expenditures

Not more than six hundred dollars ($600) shall be paid for the expenses of any separate annual teachers' institute held by the superintendent of schools of any county, city and county, or city school district having less than 100 teachers regularly employed in the elementary and secondary schools of the county, city and county, or city school district. Where the number of teachers regularly employed in the elementary and secondary schools of any county, city and county, or city school district exceeds 100 teachers at the time of holding any separate annual teachers' institute, the superintendent of schools may expend money, in addition to six hundred dollars ($600), at the rate of two dollars ($2) per teacher for each teacher in excess of 100 teachers regularly employed at the time of holding the separate institute.

Section 10316. Expenses of Local Institutes

Whenever the superintendent of any county, or city and county, or city school district, elects to hold local teachers' institutes, or the combination of annual teachers' institute with a local institute, he may expend money, in addition to the amount provided in Section 10315 for the expenses of any separate annual teachers' institute in his county, or city and county, or city school district at the rate of ten dollars ($10) per teacher for each teacher regularly employed at the time of holding the first series of local institutes in any school year.

Section 10317. Limitations on Expenditures for Local Institutes

The total expenditures for local institutes shall not at any time in the school year exceed one hundred dollars ($100) multiplied by the number of local institutes held.

Section 10318. Combination Institutes

Whenever the superintendent holds the combination of annual institute with local institutes each day of the annual institute shall be considered for purposes of expenditure the same as one series of local institutes.

Section 44570/44580. Legislative Intent

It is the intent of the Legislature to encourage California's institutions of higher education, whether public or private, to enter into cooperative arrangements with local school districts for the provision of training programs designed to improve elementary teachers' instructional skills. The Legislature recognizes that the usual teacher preparation required by law and provided by most teacher-training institutions - while meeting high quality standards - may not provide desirable exposure to the range of new and innovative teaching techniques being developed and tested by and in cooperation with major universities throughout the United States; nor does the usual preparation provide, even with practice teaching, on-the-job experience under the guidance of resource and consulting personnel involved in development of new techniques or of so-called master teachers chosen for their exceptional ability and supplementary research in the field.

The Legislature, therefore, intends, in enacting this article, to facilitate the process whereby institutions of higher education, research centers, or regional educational laboratories may provide resource personnel and special courses under contracts or other cooperative arrangements with local school districts.

Section 44571/44581. "Staff Development Project" Defined

As used in this article, the term "staff development project", means training programs established to improve high school/elementary teachers' instructional skills pursuant to this article.

Section 44572/44582. Personnel Eligible for Staff Development Projects

Staff development projects shall be made available whenever possible to the following personnel:

(a) New high school/elementary teachers of the district who have not yet completed the fifth year of university or college education requirements for a standard teaching credential with a specialization in high school/elementary teaching.

(b) New teachers of the district, whether from California or out of state, who may already have completed all requirements for a standard teaching credential with a specialization in secondary/elementary teaching;

(c) Teachers who may already be teaching in the district, including those who have, as well as those who have not, completed the fifth year requirement for a standard teaching credential with a specialization in secondary/elementary teaching;

(d) High school/elementary school counselors or visiting teachers; and

(e) High school/elementary school administrators.

Section 44583. Project Proposals: Approval

The governing board of any school district desiring to establish a staff development project shall submit one or more project proposals to the State Department of Education for review and for final approval by the State Board of Education. No funds appropriated for purposes of this article shall be allocated to a school district for a staff development project

until the State Board of Education approves of the project.

Section 44573/44584. Project Proposal Components

A staff development project proposal shall include, but not be limited to, the following components, as well as any other components which the State Board of Education determines meet the needs and purposes of a staff development project:

(a) A statement of the school district's objectives in establishing the project, specifying the school district's particular needs with reference to specialized instructional personnel.

(b) A description of the component parts of the proposed staff development project, including:

(1) Courses to be made available to trainees through arrangements with an institution of higher education, research center, or regional education laboratory; and

(2) Other planned trainee activities.

(c) A statement outlining methods and criteria to be used in selecting trainees for the project.

(d) A statement indicating generally the duration of the program and the number of hours per week each trainee would be involved in designated activities.

(e) A statement describing the manner in which the staff development project is to be evaluated upon termination of a unit of training.

(f) A statement of proposed expenditures and reasonably expected costs, and an outline of proposed federal or state and local funds matching arrangements.

Section 44585. Academic and Consulting Services

The governing board of any school district may contract with institutions of higher education, including the University of California, the California State College, and private institutions, and with research centers or regional education laboratories, for such institutions, centers, or laboratories to furnish academic and consulting services for purposes of a staff development project. The school district shall be deemed the contracting agency and shall be responsible for coordination and administration of the

staff development project.

Section 44586. School District Share of Cost

The school district shall bear 50 percent of the cost of a staff development project coordinator's salary, and shall provide the necessary facilities, equipment, and instructional materials for the project.

Section 44587. Trainee Compensation

Certificated employees participating as trainees in a staff development project shall be remunerated on a basis consistent with usual procedures of the school district.

Section 44588. Allowances for Certain Costs

The Superintendent of Public Instruction shall allow, out of funds appropriated to the Department of Education for the purpose, to each school district an amount sufficient to pay the tuition costs and other fees necessary for trainees to take courses prescribed in the staff development project at the college or university level, and to pay the consultation costs of the project, and to pay 50 percent of the cost of the salary of the staff development project coordinator.

Section 44589. Academic Credit

Any institution of higher learning participating in a staff development project pursuant to this article shall grant academic credit for the courses established under terms of the contract arranged when a staff development project has been approved by the State Board of Education. Such academic credit shall be granted on whatever hour or unit basis is the practice at the participating institution.

Section 44590. Project Renewal

A staff development project submitted by a school district may be renewed, but it shall include any modifications recommended by the State Board of Education upon review of the school district's evaluation of

the staff development project.

Section 44591. Rules and Regulations for Administration

The Department of Education shall, subject to the approval of the State Board of Education, establish rules and regulations for the administration of this article, including the use of any federal funds that may be available for purposes of this article.

Funds for Staff Development

You may not need additional funds. Many existing state and federal projects in your District have designated funds for staff training.

You could coordinate between schools to offer a program to a group of people who identified needs district wide.

The school district could designate funds for priority staff development needs.

AB551-Teachers Centers/State and Federal resources are available.

Special Program Funding - ESAA.

Compensatory Ed, MGM - Talk with your Special Projects Director.

University Credit.

District Credit.

District Funds.

SAMPLE

NEEDS ASSESSMENT INVENTORY

PURPOSES

1.0 To assist the individual school administrator to diagnose his/her interests, knowledge, and level of experience against competencies identified as being desirable for school administration.

2.0 To assist the participant in selecting activities, training programs, and materials to fill identified voids as determined by interest, experience, or knowledge.

3.0 To provide data to the leadership team to assist program participants in planning their own improvement program and availability of component training programs and materials.

4.0 To provide data to the leadership team in planning cluster meetings for participants.

5.0 To provide data to the Center for Educational Administrator Development in planning future programs and the need for material development.

DIRECTIONS

1.0 Mark each area of competency in all three columns--interest, experience and knowledge.

2.0 Circle the number in each column that is most representative of your reaction.

3.0 Complete the entire inventory and turn to the index to entry point.

Prepared for the CENTER FOR EDUCATIONAL ADMINISTRATOR DEVELOPMENT by Edward W. Beaubier

I. COMPETENCY	II. INTEREST	III. EXPERIENCE	IV. KNOWLEDGE
TYPE OF ADMINISTRATIVE RESPONSIBILITY	HIGH LOW	NEED HEAD AID . CAN HANDLE ALONE	NEED FOR MORE INFORMATION YES NO
1. Techniques to improve interpersonal communication and building trust	4 3 2 1	4 3 2 1	2 1
2. Skill in conflict resolution	4 3 2 1	4 3 2 1	2 1
3. Skill in using several problem solving models	4 3 2 1	4 3 2 1	2 1
4. Techniques for diagnosis and problem solving to allow the principal to assist the classroom teacher	4 3 2 1	4 3 2 1	2 1
5. Recognizing and accepting the learner as the primary client to be served and satisfied by the educational process	4 3 2 1	4 3 2 1	2 1
6. Techniques for improving school public relations and information	4 3 2 1	4 3 2 1	2 1
7. Techniques for increasing staff and student morale, production and trust	4 3 2 1	4 3 2 1	2 1
8. Expanding required competencies of all pupils beyond the basic skills.	4 3 2 1	4 3 2 1	2 1
9. Techniques to design competency-based course requirements	4 3 2 1	4 3 2 1	2 1
10. The development of instructional programs that emphasize the present and the future	4 3 2 1	4 3 2 1	2 1
11. Techniques to develop a school profile of staff, aides & students	4 3 2 1	4 3 2 1	2 1
12. Problem identification, analysis and solving techniques for administrators	4 3 2 1	4 3 2 1	2 1
13. Skills in following the communication in large groups, small groups and one-to-one situations	4 3 2 1	4 3 2 1	2 1

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I. COMPETENCY	II. INTEREST	III. EXPERIENCE	IV. KNOWLEDGE
14. Techniques to analyze forces working for and against solutions to problems	4 3 2 1	4 3 2 1	2 1
15. Techniques for eliminating arbitrary grade levels and time schedules for learning	4 3 2 1	4 3 2 1	2 1
16. Techniques for assessing attitudes of students, staff and citizens	4 3 2 1	4 3 2 1	2 1
17. Understanding tools or techniques to diagnose and improve student behavior	4 3 2 1	4 3 2 1	2 1
18. Designing and implementing staff development plans	4 3 2 1	4 3 2 1	2 1
19. Techniques of relying on demonstrated competence -- not the calendar or the clock -- as the test of a learner's progress	4 3 2 1	4 3 2 1	2 1
20. Selecting objectives and criterion referenced tests	4 3 2 1	4 3 2 1	2 1
21. Techniques of how product/process and personal goals can or may be related for improving the school program	4 3 2 1	4 3 2 1	2 1
22. Understanding the negotiation process	4 3 2 1	4 3 2 1	2 1
23. How to develop and conduct simulation games for various purposes	4 3 2 1	4 3 2 1	2 1
24. Skills in converting needs to goals and goals to specific objectives	4 3 2 1	4 3 2 1	2 1
25. Skills in working with multi-cultured groups	4 3 2 1	4 3 2 1	2 1
26. Skills in getting staff and community jointly involved in planning, problem solving and action programs	4 3 2 1	4 3 2 1	2 1
27. Techniques related to shared decision making, such as responsibility, institutional values, appropriateness of decision making	4 3 2 1	4 3 2 1	2 1

I. COMPETENCY	II. INTEREST	III. EXPERIENCE	IV. KNOWLEDGE
28. Techniques of program monitoring and evaluation	4 3 2 1	4 3 2 1	2 1
29. Skill in describing the behavior of others	4 3 2 1	4 3 2 1	2 1
30. Techniques for offering learners a wide variety of opportunities to earn credit for realistic, action/learning experiences outside the confines of the traditional school	4 3 2 1	4 3 2 1	2 1
31. Alternative learning programs and formats designed to motivate all learners.	4 3 2 1	4 3 2 1	2 1
32. Techniques for futures planning	4 3 2 1	4 3 2 1	2 1
33. Skills in developing alternative programs and schools to meet various student learning styles and objectives	4 3 2 1	4 3 2 1	2 1
34. Understanding of the role and effective models of the Leadership Team	4 3 2 1	4 3 2 1	2 1
35. Techniques to establish administrative priorities	4 3 2 1	4 3 2 1	2 1
36. Techniques for assessing and improving school climate or environment	4 3 2 1	4 3 2 1	2 1
37. Techniques of conflict resolution	4 3 2 1	4 3 2 1	2 1
38. Techniques of time management	4 3 2 1	4 3 2 1	2 1
39. Skills in evaluating the effectiveness of instructional programs	4 3 2 1	4 3 2 1	2 1
40. Development of instructional programs that emphasize career awareness	4 3 2 1	4 3 2 1	2 1
41. Techniques of relating school budget to school objectives	4 3 2 1	4 3 2 1	2 1
	35		

NEEDS ASSESSMENT

for

INSERVICE EDUCATION

Open-ended:

1. As a teacher, how would you define your own professional needs? Or as an alternative question for educational leaders, how would you define the professional needs of teachers you work with?

2. What are your three most pressing professional needs?

3. Who should take responsibility for teachers' professional development? What do you feel the local association can and cannot do?

4. Do you consider instructional needs and professional needs synonymous, totally separate, or overlapping but with significant differences?

5. What relationships, if any, do you see between teachers' professional needs and legislation and other regulations in your state?

National Education Association
1201 16th Street N.W.
Washington, D.C. 20036

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Planning and Development
Staff Development 1975-1976

ASSESSMENT of STAFF DEVELOPMENT NEEDS

Place a ✓ in front of the topic titles on which you want inservice to be scheduled. Place a ✓ in the appropriate boxes following the desired topic to indicate the kind of inservice wanted. Feel free to add comments or change the wording of the topics to reflect your interests. If interest is sufficient in any particular topic, inservice can be scheduled at your school.

NAME _____ SCHOOL _____ GRADE LEVEL(S) _____

	Workshop (on or off campus)	Meet with Resource Person (on or off campus)	Visitation	Inservice Credit Class	Suggestions for a leader? Comments
LANGUAGE ARTS, READING					
☐ Developing listening skills	☐	☐	☐	☐	
☐ Developing group speaking skills	☐	☐	☐	☐	
☐ Developing comprehension skills	☐	☐	☐	☐	
☐ Strengthening vocabulary	☐	☐	☐	☐	
☐ Developing writing skills	☐	☐	☐	☐	
☐ Teaching Language Arts through music activities	☐	☐	☐	☐	
☐ Utilizing the language texts	☐	☐	☐	☐	
☐ Utilizing the reading texts	☐	☐	☐	☐	
☐ Implementing STAR	☐	☐	☐	☐	
☐ Oral language development	☐	☐	☐	☐	
☐ Language experience approach to reading	☐	☐	☐	☐	
Motivational Units:					
☐ Advertising	☐	☐	☐	☐	
☐ The Yellow Pages	☐	☐	☐	☐	
☐ Poetry	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
☐ Ways to organize and manage the Language Arts Program	☐	☐	☐	☐	
☐ Commercial materials: What's available	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	

	Workshop (on or off campus)	Resource Person (on or off campus)	Visitation	Inservice Credit Class	a leader Comments
MATH					
☐ Implementing STAM	☐	☐	☐	☐	
☐ Utilizing the math texts	☐	☐	☐	☐	
☐ Using manipulatives in the classroom	☐	☐	☐	☐	
☐ Making games for classroom use	☐	☐	☐	☐	
☐ Metrics	☐	☐	☐	☐	
☐ Geometry	☐	☐	☐	☐	
☐ Getting the most out of graphing	☐	☐	☐	☐	
☐ Estimating: The process is the product	☐	☐	☐	☐	
☐ Ways to organize and manage your math program	☐	☐	☐	☐	
☐ Ways to motivate the learning of basic skills	☐	☐	☐	☐	
☐ Commercial materials: What's available	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
COUNSELING, GUIDANCE, AND CHILD DEVELOPMENT					
☐ Behavior modification techniques	☐	☐	☐	☐	
☐ The underperforming and under motivated child	☐	☐	☐	☐	
☐ Utilizing the case study technique	☐	☐	☐	☐	
☐ Learning disabilities children in the classroom	☐	☐	☐	☐	
☐ Working with the pre-adolescent	☐	☐	☐	☐	
☐ Attendance, truancy and tardiness: A discussion of causes and solutions	☐	☐	☐	☐	
☐ Working with parents of children who exhibit behavior problems	☐	☐	☐	☐	
☐ Hows and whys of working with behavior problems in the classroom	☐	☐	☐	☐	
☐ Equal opportunity in the classroom - every student gets a chance	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	

	Workshop (on or off campus)	Meet with Resource Person (on or off campus)	Visitation	Inservice Credit Class	Suggestions for a leader? Comments
SCIENCE					
☐ Experiments to use in the classroom	☐	☐	☐	☐	
☐ Activities for the _____ (Name unit) science unit	☐	☐	☐	☐	
☐ The discovery approach to science	☐	☐	☐	☐	
☐ Science materials: What's available	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
SOCIAL STUDIES					
☐ Bicentennial activities	☐	☐	☐	☐	
☐ Organizing the Social Studies program	☐	☐	☐	☐	
☐ Social Studies materials: What's available	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
MULTICULTURAL EDUCATION					
☐ Incorporating multicultural activities into the classroom	☐	☐	☐	☐	
☐ Multicultural materials: What's available	☐	☐	☐	☐	
☐ Classroom Spanish	☐	☐	☐	☐	
☐ Working with the _____ (Name ethnic minority) child	☐	☐	☐	☐	
☐ History and culture of the _____ (Name minority)	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
MUSIC, ART, DRAMATICS, P.E.					
☐ Autoharp in the classroom	☐	☐	☐	☐	
☐ Guitar for the classroom	☐	☐	☐	☐	
☐ Individual music program	☐	☐	☐	☐	
☐ Music therapy	☐	☐	☐	☐	
☐ Musical drama in the classroom	☐	☐	☐	☐	

	Workshop (on or off campus)	Meet with Resource Person (on or off campus)	Visitation	Inservice Credit Class	Suggestions for a leader? Comments
MUSIC, ART, DRAMATICS, P.E. (Continued)					
☐ Basic music education for the classroom teacher	☐	☐	☐	☐	
☐ Holidays through music	☐	☐	☐	☐	
☐ Teaching active listening through music	☐	☐	☐	☐	
☐ Orff: Creating music, total involvement	☐	☐	☐	☐	
☐ History through art	☐	☐	☐	☐	
☐ Art as it relates to other curriculum ideas	☐	☐	☐	☐	
☐ Creative dramatics in the classroom	☐	☐	☐	☐	
☐ Creative movements and dance	☐	☐	☐	☐	
☐ Psychomotor skills and activities	☐	☐	☐	☐	
☐ The Adaptive P.E. programs	☐	☐	☐	☐	
☐ Activities and organization for elementary P.E. program	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
HEALTH					
☐ Nutrition in the classroom	☐	☐	☐	☐	
☐ Promoting dental health	☐	☐	☐	☐	
☐ No nonsense about child abuse	☐	☐	☐	☐	
☐ Personal cleanliness and hygiene	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
CLASSROOM ORGANIZATION, MANAGEMENT AND MATERIALS					
☐ Ways to organize and manage the classroom for learning	☐	☐	☐	☐	
☐ Learning Centers ideas	☐	☐	☐	☐	
☐ Learning Center management	☐	☐	☐	☐	
☐ Making and using activity packets	☐	☐	☐	☐	
☐ Individualizing instruction (indicate specific curricular area, if appropriate)	☐	☐	☐	☐	

CLASSROOM ORGANIZATION, MANAGEMENT AND MATERIALS (Continued)	Workshop (on or off campus)	Meet with Resource Person (on or off campus)	Visitation	Inservice Credit Class	Suggestions for a leader? Comments
☐ Record keeping	☐	☐	☐	☐	
☐ Making and using materials to facilitate learning	☐	☐	☐	☐	
☐ Using contracts	☐	☐	☐	☐	
☐ Making tapes for student use	☐	☐	☐	☐	
☐ Creating teaching tools (for a specific group or interest)	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
A-V MEDIA					
☐ What's new in media hardware and software for student motivation	☐	☐	☐	☐	
Operating A-V equipment for instruction and production					
☐ 16 mm projector	☐	☐	☐	☐	
☐ Silent and sound filmstrip	☐	☐	☐	☐	
☐ Overhead projection	☐	☐	☐	☐	
☐ Silent and sound slide equipment	☐	☐	☐	☐	
☐ Cassettes	☐	☐	☐	☐	
☐ Photography	☐	☐	☐	☐	
☐ Video tape and closed circuit television for classroom use	☐	☐	☐	☐	
☐ Visual literacy: Skills for reading visual materials and writing with visual means resulting in effective expression	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
OTHER					
☐ Developing critical thinking skills	☐	☐	☐	☐	
☐ Teaching thinking skills: The levels of thinking	☐	☐	☐	☐	
☐ The skill of asking questions	☐	☐	☐	☐	
☐ Classification activities: A way to develop basic thinking skills	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	
☐ _____	☐	☐	☐	☐	

LOS ALAMITOS SCHOOL DISTRICT

Certificated Staff De pment Needs Assessment

Name_____ Position_____ School_____ Grade_____

The following is a list of job-related skills for which staff development workshops and inservice can be made available for the 1978-79 school year. Please complete this needs assessment by doing the following:

1. Recall the needs of students at your school.
2. Read the entire list of job-related skills.
3. Check (✓) the skills for which you would like to receive staff development or inservice in order to help you meet the needs of your students.
4. Look at all of your "checked" items. Prioritize these according to #1 need, #2 need, #3, etc.

Check (✓)	KNOWLEDGE AND PLANNING IN CONTENT	Comments	Refresher Session	Workshop	Classroom Reinforcement
	A-1 Using newly adopted textbooks				
	A-2 Defining strands and major content learnings in Reading				
	A-3 In Math				
	A-4 In Written Language				
	A-5 In Oral Language Development				
	A-6 In Social Science				
	A-7 In Multicultural				
	A-8 In Science				
	A-9 In Health				
	A-10 In P.E.				
	A-11 In Art				
	A-12 In Music				
	A-13 In a readiness curriculum				
	A-14 In First Aid				
Check (✓)	OTHER PLANNING SKILLS	Comments	Refresher Session	Workshop	Classroom Reinforcement
	B-1 Planning for use of paraprofessionals				
	B-2 Coordinating CRT, continuums, texts and materials, and daily planning				
	B-3 Writing I.E.P.'s				
	B-4				
Check (✓)	INSTRUCTIONAL SKILLS	Comments	Refresher Session	Workshop	Classroom Reinforcement
	C-1 Implementing diagnostic/prescriptive/evaluative process				
	C-2 Using task analysis for long and short term diagnosis				
	C-3 Identifying critical attributes				
	C-4 Teaching to a behavioral objective				
	C-5 Extending thinking skills (Taxonomies)				
	C-6 Promoting transfer				
	C-7 Promoting retention				
	C-8 Using motivation				
	C-9 Using reinforcement				
	C-10 Individualizing instruction through centers, contracts, small/large groups, etc.				
	C-11 Promoting creativity				
	C-12 Using the teaching strategy of inquiry				
	C-13 Using teaching strategies in affective domain (i.e., modeling, role playing, group discussion)				
	C-14 Using other teaching strategies (i.e., Bruner's Concept Attainment, Ausubel's Advanced Organization Model, Gordon's Synetics, etc.)				
	C-15 Working with limited and non-English speaking students				
	C-16 Extending reinforcement of instruction into the home				
	C-17 Preparing and conducting an instructional conference				
	C-18				

Check (✓)	KNOWLEDGE AND USE OF MATERIALS SKILLS	Comments	Refresher Session	Workshop	Classroom Reinforcement
	D-1 Selecting and locating materials for implementing instructional objectives (matching materials to learning)				
	D-2 Providing for various learning modes				
	D-3 Making centers and learning materials for classroom				
	D-4 How to use the videotape				
	D-5				
Check (✓)	HUMAN RELATIONS SKILLS	Comments	Refresher Session	Workshop	Classroom Reinforcement
	E-1 Providing for classroom climate through teaching styles, value clarification, personality and self concept				
	E-2 Providing equal opportunities in the classroom - looking at teacher behaviors that promote/interfere with learning				
	E-3 Using conflict management techniques				
	E-4 Using behavior modification				
	E-5 Using assertive discipline				
	E-6 Diagnosing/prescribing in the affective domain				
	E-7 Understanding cultural backgrounds of students in order to assist learning				
	E-8 Providing for learning disabled and handicapped children in the classroom				
	E-9 Providing for gifted children in the classroom				
	E-10 Communicating with parents (phone, written, conference)				
	E-11 Using communication skills (class discussion, staff meetings, committees, site councils, etc.)				
	E-12				
Check (✓)	CLASSROOM MANAGEMENT SKILLS	Comments	Refresher Session	Workshop	Classroom Reinforcement
	F-1 Planning a management system for classroom (time, materials, personnel, environment, etc.)				
	F-2 Record keeping for continuous progress				
	F-3 Giving effective and efficient directions				
	F-4 Turning waiting time into learning time (sponge activities)				
	F-5 Teaching for independent learning (REACH)				
	F-6 Managing your time as a teacher				
	F-7				

What format do you prefer for workshops that you might attend? (Prioritize "1", "2", "3")

- ▱ release time AM
- ▱ release time PM
- ▱ release time all day
- ▱ after school
- ▱ evenings
- ▱ weekends
- ▱ summer

CL:sh
1-24-78

PARENT EDUCATION SURVEY

Your school is in the process of planning a program for parent education for the school year 1978-79. The following survey is designed to assess interests and needs of parents in our community.

Please indicate with a check (✓) those topics for which you would be interested in receiving information or attending a presentation/discussion.

Return one form for your family to your child's school.

I would like to learn more about:

SCHOOL CURRICULUM TOPICS

___ Reading Instruction
___ Math Instruction
___ Language Instruction
___ Handwriting Instruction
___ Science Instruction
___ Social Science Instruction
___ Multicultural Studies
___ Health Education
___ Science Instruction
___ Music/Art Instruction
___ Metric System
___ Physical Education
___ Kindergarten Readiness
___ Developing Self Concept
___ Developing Creativity
___ Speech/Language Development
___ _____
___ _____

SCHOOL PROCEDURES AND ORGANIZATION TOPICS

___ Homework and Home Study
___ Lesson Planning and Teaching
___ Diagnosis/Pupil Placement and Grouping
___ High Achiever and MGM Program
___ Professional Development Program (PDP)
___ 6th Grade Minimum Competency Standards
___ Learning Opportunities Program
___ School Improvement Program (SIP)
___ Remedial Reading Program
___ Retention
___ Child Guidance
___ School Testing and Assessment
___ Parent Teacher Association
___ Teaching Toward Independence and Responsibility
___ District Policies
___ School Finance
___ Collective Bargaining
___ School Organization and Unification
___ _____
___ _____

PARENTING AND FAMILY LIVING TOPICS

___ Ages and Stages (Child Growth and Development
___ Discipline (Increasing desirable behavior)
___ Sibling Rivalry
___ First Aid/Cardio Pulmonary Resuscitation
___ Fast Foods and Nutrition
___ Drug Abuse Prevention
___ Alcoholism/Tobacco
___ Valuing
___ Field Trips for Families
___ Children and Money
___ Children and Divorce
___ Children and Death
___ Parent-Child Communication
___ Child Abuse
___ Parent Effectiveness Training (PET)
___ Single Parent Families
___ Selecting Children's Books and Games
___ Overweight Children
___ Memory Techniques
___ Community Services
___ Adult Education Program
___ _____
___ _____

Name_____ Grade Level/s of Children_____

Phone_____ School_____

CL:sh
2-10-78

LOS ALAMITOS SCHOOL DISTRICT

Inservice Education for Instructional Aides

Needs Assessment

For several years, it has been the practice in the Los Alamitos School District to provide inservice education and training to its instructional aides. Some of the inservice sessions have been provided at the district level and some at the school level. As we plan both school and district programs for inservice for next year, it would be helpful to know which topics would be the most beneficial to you.

Please read all of the topics listed below. Check (✓) those for which you would like to receive more information. Prioritize the topics you selected with "1", "2", or "3".

NAME _____ SCHOOL _____

I would like to develop a better understanding of:

_____ 1. The role of the paraprofessional
_____ 2. Child growth and development
_____ 3. Positive approaches to discipline and group management
_____ 4. Developing children's self concept
_____ 5. Using audio-visual materials
_____ 6. Producing classroom teaching aids.
_____ 7. Using games to increase learning
_____ 8. Implementing a reinforcement lesson
_____ 9. Motivating students
_____ 10. Using sponge activities when children are "waiting"
_____ 11. Using communication skills
_____ 12. Using effective questioning techniques
_____ 13. The process of diagnosing and prescribing learning
_____ 14. Grouping and placement of students for instruction
_____ 15. Working with limited and non-English speaking students
_____ 16. Working with learning disabled and handicapped students
_____ 17. The Criterion Referenced Test (CRT)
_____ 18. The organization and program of the school
_____ 19. Using first aid in the classroom or on the playground.
_____ 20. The teaching of reading
_____ 21. The teaching of language
_____ 22. The teaching of math
_____ 23. The teaching of handwriting
_____ 24. The teaching of multiculture
_____ 25. The teaching of music
_____ 26. The teaching of arts/crafts
_____ 27. The teaching of perceptual motor activities
_____ 28. The teaching of science
_____ 29. The teaching of social science
_____ 30. The metric system
_____ 31. Using puppetry
_____ 32. Kindergarten readiness
_____ 33. Utilizing the media center
_____ 34. District policies
_____ 35. The classified contract

STAFF DEVELOPMENT PROGRAMS

(A Partial List of Resources)

PROGRAM DESCRIPTION	REPRESENTATIVE DISTRICT	CONTACT PERSON
Bilingual Education	Garden Grove	Al Casas
	Los Angles County Dept. of Educ.	Bonita La Perez
	Orange	Iris Yamaoka
	Santa Ana	Betty Poggi
	Pomona	Delores Villasenor
Career Education	Orange	Tom Schrodi
Classroom Counseling	Orange County Dept. of Educ.	Pat Hooper
Clinical Supervision, Certificated	Center for Educ. Admin. Cal State Univ. Ful.	Ed Beaubier
	Long Beach	Ernie Stachowski
	Los Alamitos	Carolyn Lawson
	Orange	Erlene Minton
	Pomona	Gwen Tucker
	P.D.P.I.C. (Or. County)	Meredith Fellows
	Santa Ana	Steve Pittman
	Univ. Elem. School (UCLA)	Madeline Hunter
	Upland	Loren Sanchez
Clinical Supervision, Classified	Orange	Erlene Minton
Creativity	La Habra	Bonnie Rosell
	Los Alamitos	Carolyn Lawson
	East Whittier	Marilyn Brown

STAFF DEVELOPMENT PROGRAMS

PROGRAM DESCRIPTION	REPRESENTATIVE DISTRICT	CONTACT PERSON
Criterion Referenced Testing Program (Complete program tied to instructional continuums & parent reports)	Los Alamitos	Carolyn Lawson
Discipling Approaches	Garden Grove	Donna Moore
	Irvine	Gene Bedley
	Los Alamitos	Carolyn Lawson
	Orange	Erlene Minton
	Pomona	Gwen Tucker
Drawing, Designing, and Composing	Garden Grove	Bernie Jones
Equal Opportunity in the Classroom (EOC)	La Habra	Bonnie Rosell
	Los Alamitos (proposed)	Carolyn Lawson
	L.A. County Dept. of Ed.	Sam Kerman
	Orange	Erlene Minton
	Savanna	Randy Zern
	Tustin	Julie Hume
	Westminster	Barbara Winars
Gifted Education	Garden Grove	Judy Roseberry
	Orange	Maxine Schenck
	Tustin	Julie Hume
Independent and Self Directed Learning	Los Alamitos	Pennie Congdon
Indian Education	Garden Grove	Ken Yackahtoonipah
	Westminster	Nita Nadeau
Inquiry Teaching Strategy (Adapted from Hilda Taba)	Long Beach	Ernie Stachowski
	Los Alamitos	Carolyn Lawson
	Orange (proposed)	Erlene Minton
	Savanna	Randy Zern

STAFF DEVELOPMENT PROGRAMS

PROGRAM DESCRIPTION	REPRESENTATIVE DISTRICT	CONTACT PERSON
Instructional Aide Training	Garden Grove	Gayle Forgey
	Irvine	Laura Katz
	Los Alamitos	Carolyn Lawson
	Northwest Regional Occupational Program	Lorie Gonia
	Orange	Erlene Minton
	P.D.P.I.C. (Or. County)	Meredith Fellows
	Pomona	Gwen Tucker
	Savanna	Randy Zern
	Upland	Loren Sanchez
	Long Beach	Ernie Stachowski
Language Arts, So. Basin Writing Proj.	Garden Grove	Janice Byrd
Mathmatics , Content and Planning	Savanna	Randy Zern
	Upland	Loren Sanchez
Multicultural Education	Garden Grove	Judy Blankenship
	L.A. Co. Dept. of Ed.	Bonita La Perez
	Orange	Iris Yamaoka
	San Diego	
Music , Content and Planning	Westminster	Winnie Gregg
	Irvine	Eleanor Beatty
Project Leadership (Skills for Admin.)	ACSA	Jim Olivero

STAFF DEVELOPMENT PROGRAMS

PROGRAM DESCRIPTION	REPRESENTATIVE DISTRICT	CONTACT PERSON
Psychomotor Training	Garden Grove	Donna Moore
	Orange	Phyllis Lerner
	Northwest Regional Occupational Program	Lorie Gonia
Reading, Content and Planning	Garden Grove	Janice Byrd
	Savanna	Randy Zern
	Upland	Loren Sanchez
School Climate	Irvine	Gene Bedley
Teaching-Learning Process (AFFECTIVE)	La Habra	Bonnie Rosell
	Los Alamitos	Carolyn Lawson
	Orange	Erlene Minton
	Pomona	Gwen Tucker
	Savanna	Randy Zern
	Upland	Loren Sanchez
Teaching-Learning Process (COGNITIVE)	Brea-Olinda	Les Bishop
Also called PDP or PDC	Cypress (proposed)	Don Kouses
	Fountain Valley (proposed)	Marilyn Bush
	Garden Grove	Carol Patterson
	La Habra	Bonnie Rosell
	Long Beach	Ernie Stachowski
	Los Alamitos	Carolyn Lawson
	Orange	Erlene Minton
	Placentia	Gene Kreche

PROGRAM DESCRIPTION	REPRESENTATIVE DISTRICT	CONTACT PERSON
Teaching-Learning Process (COGNITIVE) Continued	Pomona	Gwen Tucker
	PDPIC (Or. County)	Meredith Fellows
	Rowland	Sally Mentor
	Santa Ana	Steve Pittman
	Savanna	Randy Zern
	Univ. Elem. School (UCLA)	Madeline Hunter
	Upland	Loren Sanchez
	Walnut	Carolyn Haugen
	Westminster	Barbara Winars

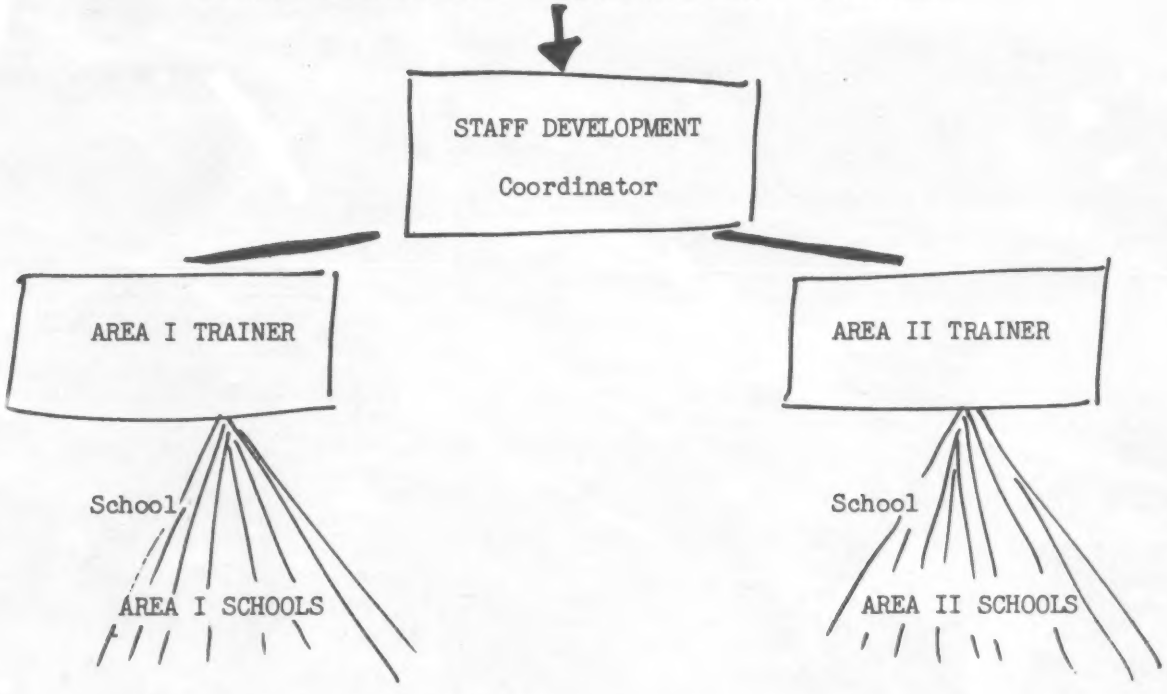
STAFF DEVELOPMENT PLAN

Board of Education

Superintendent

Deputy Superintendent

Director, Instruction, Program Planning & Development



RESPONSIBILITY OF STAFF DEVELOPMENT COORDINATOR:

1. Develop the Staff Development Plan.
2. Provide training for administrators (until Trainers take over this function).
3. Train trainers.
4. Coordinate in-service plans for certificated and classified personnel.
5. Prepare for printing annual in-service booklet.
6. Train teachers in basic components of staff development.
7. Provide follow-up observations and conferences for teachers who have received training.
8. Provide alternative patterns to principals to assist in developing the school's staff development plan.
9. Develop stipend schedule for school staff members identified as staff development leaders.

RESPONSIBILITIES OF TRAINERS

1. Assume responsibility for staff development training within the area.
2. Provide training to teachers.
3. Conduct two follow-up observations with each teacher.
4. Cooperate with schools in setting up their staff development plans.
5. Identify staff development leaders in schools within the area.
6. Alert Staff Development Coordinator to the in-service needs of schools as they emerge.

RESPONSIBILITIES OF PRINCIPALS

1. With the Staff Development Trainer for the area, develop a staff development plan for the school.
2. Arrange for teachers to receive staff development training at the optimal time for teacher and district.
3. Follow-up training with observations and instructional conferences.
4. Identify a staff development leader on site (if feasible).
5. Survey staff needs for staff development and in-service.
6. Provide alternative times on schedules for training.

LOS ALAMITOS SCHOOL DISTRICT

BOARD POLICY

JOB DESCRIPTION - PROFESSIONAL DEVELOPMENT PROGRAM DIRECTOR

A. PURPOSE OF POSITION - To provide and coordinate inservice training for all members of the school community: administrators, teachers, certificated and classified support personnel, student teachers, substitutes, and volunteers.

B. IMMEDIATE SUPERVISOR - Assistant Superintendent

C. PROFESSIONAL SKILLS -

1. Responsibilities

(a) Coordinates and implements a professional development program in the areas of analysis, diagnosis and prescription of learning, learning theory, teaching strategies, content, knowledge and use of materials, classroom management, and other instructional processes for all members of school community.

(b) Assesses curriculum needs: plans, coordinates and implements inservice activities in specific curriculum content areas.

(c) Provides ongoing inservice reinforcement in the classroom for teachers and support personnel.

(d) Works directly with teachers to monitor a continuous progress, individualized instructional program.

(e) Coordinates scheduling, calendar preparation and publicity regarding inservice activities.

(f) Serves as liaison among staff development components of special programs, curriculum subjects, and school staff development proposals.

(g) Disseminates information regarding new techniques or programs.

(h) Participates constructively in faculty committees and meetings upon request.

(i) Provides leadership in the writing of curriculum guides.

LOS ALAMITOS SCHOOL DISTRICT

BOARD POLICY

Job Description - Professional Development Program Director

1. Responsibilities (continued)

   (j) Performs other duties as assigned.

2. Related Professional Duties

   (a) Continuously seeks new professional programs that are appropriate for the Los Alamitos School District.

   (b) Continuously develops and maintains skills which are necessary for the position.

   (c) Completes required records, reports, and needs assessment regarding the Professional Development Program and the Reinforcement Program.

   (d) Serves as district communication council and other representative committees as needed.

   (e) Attends school PTA and other functions as requested.

   (f) Participates in a professional organization.

D. MINIMUM QUALIFICATIONS -

1. Credential: General Elementary or Standard Elementary.

2. Education: Bachelor's Degree including all courses needed to meet credential requirements. Master's Degree preferred.

3. Experience: 4 years' successful classroom teaching experience, demonstrating a thorough understanding of curriculum and learning theory.

4. Personal Qualities:
   Demonstrates ability to utilize human relations and leadership skills with children, parents, and teachers. Demonstrates initiative and self-direction, with minimal direct supervision. Is mature and confident.